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SUPERVISORS' RESIDENTIAL TRAINING

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SECTIONAL MEETING No. 2

'Whether there is a need for short residential courses for foremen and supervisors to be provided on a national scale ?'

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Chairman : LT. COL. L. URWICK

This is one of nine reports of Sectional Meetings held at Cliftonville, May 5-8, 1949. The others are :

<i>Subject</i>	<i>Author</i>
Business Forecasting	Mr. A. W. Willsmore
Job Evaluation	Mr. J. J. Gracie
Standard Accounting System	Mr. Ian T. Morrow
Standard Terminology	Mr. Winston Rodgers
Training of Trades Union Officials	Mr. E. P. Harries
Indices of Productivity	Mr. L. H. C. Tippett
Financial Information and Joint Consultation	Mr. G. Chelioti
Nationalized Audit Service	Mr. F. C. Hooper

*'Whether there is a need for short residential courses for foremen and supervisors to be provided on a national scale?'**

It is commonly alleged that between wars our army busies itself in preparing for the last war instead of for the one that is to come. Whether this is fair comment or not on the army, I suggest that it has some application to industry.

THE PROBLEM

We live in a very different industrial world from that of 30 years ago or even 10 years ago, but many of our attitudes and practices remain unchanged although their validity has gone and they have ceased to serve their purpose. The number of people employed in large businesses has greatly increased, the processes of production have become much more scientific, all sorts of ancillary activities now impinge on the line executive, and lastly, and most important of all, autocratic management has yielded place to democratic or is fighting a hopeless rearguard action.

The rate of change has been too rapid for most people to keep up. The specialist in any particular line knows what has happened and is happening in his own sphere and, if his attitude has not crystallized, recognizes the inevitability of it. But he is probably out of touch with similar developments in other parallel activities. The line executive varies according to age and temperament in his ability to keep pace with all the trends. A few of the senior ranks succeed by virtue of the qualities which have brought them to the top, but as the level of authority lowers so the degree of understanding drops and is replaced by a feeling of frustration which is the natural offspring of ignorance faced with change.

Industry rests finally upon the willingness of the operative to perform his task and the supervisor is the propeller shaft linking the motive power of management with the operative. It is of primary importance that the link should be fit for its important function. This implies good initial selection and training of supervisors, followed throughout the supervisor's career by some method of ensuring that he is kept up-to-date on all developments, technical, administrative and psychological which affect his daily life.

The supervisor's daily work is narrow in compass and exacting in its demands on his time. It is no infrequent case that after years at his job a foreman may never have entered other departments in his own works. It is inevitable that, if nothing is done from time to time to help him—or even force him—to lift his eyes from his rut, he loses what flexibility of mind he ever possessed and with it his capacity of comprehending progress or of adjusting himself to it.

The object of this paper is to suggest one step which should be taken to provide the supervisor with an opportunity to gain an understanding of modern industrial trends, to broaden his mind and sharpen his wits.

WHAT IS BEING DONE

It is outside my scope to go into the matter of selection. It is highly important that the methods used are sound, and in this, as in most other matters, the old hit-or-miss methods of the past should yield place to others carefully

*The paper was circulated before the meeting.

devised to produce a higher percentage of successful appointments. For our purposes we must take it that the individuals either are already supervisors or have been selected for promotion to that rank.

Prior to the war when the power of the sack was the foreman's principal—if unacknowledged—tool of control, there was, in industry generally, little recognition of the need for the supervisor to receive any training beyond that provided by the hard school of shop experience. Even today I fear that there are still many businesses in which the manager would consider any working time spent by his foreman in any activity outside his own narrow function as so much wasted time.

But in all concerns with observant management, the stresses and strains of war and the need for higher production under the conditions of the Essential Works Order laid bare the weaknesses inherent in the old system. Gradually it was found necessary in most factories to introduce one ancillary department after another. Each of them removed from the foreman's authority some function which had previously been his unchallenged prerogative. In the pressure of events little was done, to begin with, to make him understand why the changes were necessary. It was not surprising that all too often the new departments had to function against the dead weight of the foreman's passive resistance.

The need for something to be done to bring the supervisor to a state of willing co-operation in the new order produced efforts to solve the problem. Evening foremen's courses were provided at many technical colleges which the foreman attended after a hard day's work in his shop. These courses did good, although their total impact on the problem was small. Then Training Within Industry was lend-leased from America and taken up eagerly as providing a miraculous panacea for our supervisory ills. Training Within Industry when properly used was—and is—a useful tool in the supervisor's hand for two important parts of his work, but it did little to re-orient him in the changed environment of an industrial world of full employment and a more complicated administrative structure.

The end of the war produced new problems for management and once again the supervisor had his share of them. It became more generally recognized that more had to be done to bring existing foremen up-to-date and to ensure that recruits to that rank were properly trained.

Many technical colleges have now provided courses in Workshop Supervision which have been well attended. Supervisor's societies have grown in number and the Institute of Industrial Supervisors has come into being for the express purpose of helping its members to a better understanding of their job.

It is significant, however, that several large industrial organizations have come to the conclusion that something more is needed, and have instituted internal courses for their supervisors of a variety of kinds. A few of them are of a residential character, shewing that these companies consider that the advantages accruing from residences outweigh the added cost involved.

Apart from the nationalized industries there are few concerns in the country which are of a size to be able to organize their own courses, and even they cannot do it on a scale which justifies the provision of permanent staff in the numbers required for full efficiency. If, therefore, there is a need for additional training facilities beyond those provided by technical colleges, the need must be met by industry generally combining to provide the instruction needed under the conditions which will make it most effective.

THE NEED

Technical colleges are educational establishments dovetailed into our general further educational system. Their courses inevitably are coloured by this environment and while they are excellently suited for the young man intent on acquiring a body of knowledge, they are far from ideal for the man with his schooldays well behind him who needs bringing up-to-date and getting a wider outlook. At present—and probably for some time to come—they are over-crowded and short of suitable teaching staff.

The need which must be satisfied by industry's own initiative is the provision of training centres where practising supervisors can be brought up-to-date with modern developments in an environment which stimulates them to lift their eyes from their day-to-day routine. If these centres were established they would be a very useful finishing school for new supervisors before they took up their first appointment, but their primary use should be to provide refresher courses for the established supervisor.

At first sight it seems best that separate centres should be established for each industry large enough to justify them. Something would be gained, in that it would then be possible to include in the curriculum subjects peculiar to the industry concerned. Something would also be lost, as one of the merits of the course should be giving the supervisor as wide a range of fresh contacts as possible. For supervisors from, say, engineering, textiles, chemicals and the food industry to study together the subjects which affect them all would be a much more stimulating experience than a closed course. One company which runs its own courses recognises this advantage and each week has a visit from a supervisor of another industry who explains how he does his job. If, after a general centre had been established, a demand sprang up for closed courses for particular industries, they could be fitted into the programme.

RESIDENTIAL OR NON-RESIDENTIAL ?

If courses are run on any basis wider than that of a locality the students have to be provided with house room and if so, it is manifestly more satisfactory to provide bed and board communally than to rely on hotels or lodgings. Apart from this consideration the advantages of residential centres are overwhelming.

In a non-residential course it is very difficult to get away from the classroom atmosphere during the set working hours and immediately the end of the day comes, the student group breaks up and emerges into an entirely different environment. Each morning they come back and readjust themselves to another day's 'school' which remains an episode external to their real lives and which therefore fails to make a real impact on them.

In a residential centre the formal work is so planned as to merge into the informal. Each batch of students rapidly develops a group spirit mutually generating an enthusiasm of its own which makes the course of cumulative value and ensures that non-working hours are nearly as valuable as the working ones. The result is that the student absorbs the experience into his personality and returns home not only with added knowledge but stimulated and revitalised. This is the proven experience of companies who have tried both non-residential and residential courses.

SIZE OF CENTRE

A balance has to be struck between two opposing considerations. The larger the establishment is, the better it is able to afford permanent

instructional staff experts in the subjects covered. Against this must be set the difficulty, as the number of students rises, of developing a group-consciousness and of each individual being known both by name and in personality to the warden and instructional staff.

The best compromise can only be determined by trial but I suggest that in all probability the answer will lie in an establishment providing for three concurrent courses each from 14 to 16 strong. Experience teaches that if groups are larger than 16 they begin to diminish in effectiveness.

DURATION OF COURSES

The effectiveness of a residential course is cumulative but the men who are going to attend are all men who have executive jobs. In theory it may be excellent that they should be away from their factory long enough for them to master their subjects thoroughly and for their understudy to be given time to show his capacity for promotion. In practice, however, the offerings for a course bear an inverse relationship to its length.

Courses lasting a fortnight seem the best compromise. It is a long enough time under the intensive conditions of residence to engender a strong group-consciousness and enthusiasm and yet it is not so long as to discourage the sending of supervisors or to cause them domestic worries by long absence from home. It is true that in a fortnight the time which can be given to each subject is only sufficient for general treatment but even so, the purpose of the course can be achieved. The courses are 'refreshers' and aim at jolting the supervisor out of his rut and putting him 'in the picture.' A fortnight's residential course does this admirably.

CONTENT

For instructional and other reasons it is desirable to keep straight lecturing to a minimum. Supervisors are not in the habit of the lecture room and would derive little benefit from a series of formal lectures. The courses should therefore be devised so that most of the time is devoted to the members of the course studying the subject in syndicates after a sufficient introduction, to enable them to think constructively on the subject.

There are some topics such as Costing which of necessity would have to be mainly dealt with by lecture, but even in those a subsequent period could be devoted to study by syndicates of particular costing problems impinging on the supervisor's job.

It would probably be well worthwhile to devote some time to training the students in the ability to express themselves coherently and logically and then giving them the opportunity to do so in a short lecturette—on a subject of their own choosing. It is rather alarming to them in prospect but after the ordeal is over successfully, as it nearly always is, there is a noticeable increase in self-confidence.

The general range of subjects to be covered is given below, but an investigation of the syllabuses and experience of the company courses already running would indicate clearly what should be included and the amount of time needed for each subject.

SUGGESTED SUBJECTS

General

Modern Industrial History	Our National Economic Situation
Trades Unions	Company Accounts
	Principles and Practice of Management

Ancillary Functions affecting the Supervisor

Costing	Time and Motion Study
The Personnel Department	The Research Department
Accident Prevention	The Maintenance Department
	Production Planning and Progress

Human Relations

The Supervisor's Relations with his Men	Joint Consultation
Leadership	Conduct of Meetings
	Labour Turnover

Training

Juvenile operatives	Craft apprentices
	New operatives

Instructional Techniques and Subjects used during Course

Syndicate problems (e.g. Report writing)	Lecturettes (preceded by instruction in self-expression)
	Projects

To save students from note-taking and give them an *aide-memoire* for taking away, it is well to give them a synopsis of the subject matter of each session.

If a course were a closed course for a particular industry the subjects would be dealt with from that angle, but otherwise they would be handled more generally and still be effective.

Suitable treatment of the syllabus for supervisors from large companies would not be equally suitable for those from small concerns. It would therefore be advisable to run two or possibly three types of course to get over this difficulty, catering respectively for men from factories of over 1000, between 600 and 1000, and under 600.

STAFF

Success or failure would depend on suitable staffing and the salaries offered would have to be of an order to attract the right type.

The warden, who would not have teaching commitments, would be responsible administratively and for developing the right atmosphere.

The instructional staff should have had industrial experience and be of the type both to evoke a co-operative spirit in the sessions and to mix well with the students when off duty. Probably they could be drawn from the ranks of personnel or training officers who had already proved their capacity.

It would be well to adopt the practice of the services in making the appointments on a short term basis, say 3 years, so as to ensure against staleness or being out of touch with existing factory conditions.

The permanent staff could be supplemented by outside lecturers for occasional evening talks or, in the case of closed courses, to deal with subjects needing expert knowledge of the industry concerned.

POTENTIAL CLIENTELE

I do not know how many supervisors there are in Britain and I doubt if anyone else does, but as there are over 5,000,000 factory workers the number of foremen alone must be well over 50,000 and is probably nearer 100,000. Of these approximately one third are estimated as being employed in factories with less than 250 employees. Little use of a training centre would be made by this section.

Even if one assumes that large organizations prefer to continue to run their own courses, it is clear that there still remains a much larger number of supervisors than could be served by one centre once it had been proved by performance that attendance was worth the time and money involved.

If there were any doubt of sufficient initial demand for one centre the doubt could easily be cleared up by getting the reactions of the member firms of the British Institute of Management to the proposal.

LOCATION

A reasonably accessible place near some main line railway is obviously desirable. Building is out of the question for more than one reason, but there are still country houses coming on the market and they can often be bought cheaply. For the first establishment—one clearly would be quite inadequate eventually—the Midlands seem indicated as the suitable area.

FINANCE

The first stumbling block is the initial capital expenditure. It might prove possible to rent a suitable house, but if not, between £30,000 and £40,000 to buy a house and furnish it might be needed unless a mortgage could be negotiated. How the capital could be raised is outside the scope of this paper, but in view of the importance to industry of the centre's function, the initial capital should not be an insuperable obstacle.

On running costs, leaving out interest on the capital sum, but covering depreciation, it is possible to be a little more definite. On a basis of 60 courses a year of an average of 15 students each (total 900 per annum) it should be possible to run the centre at an inclusive charge per student of £10 per week.

IMPLEMENTATION

Any project, however desirable, is stillborn unless some effective agency will take it in hand just as some large companies have done for their own supervisors. What more suitable agency is there than the British Institute of Management? I am not sufficiently up in its constitution to know whether it could actually own the centre, but if not, it can still provide the motive force.

If the Institute is to exercise the influence it should it must not confine itself to being a co-ordinator and 'talking-shop.' It must be actively engaged in the actual work of management training. Here is a project ready to its hand with—for once—no other organization warning it against trespassing on forbidden grounds.

SUMMARY

This paper can be summarized as follows :—

1. The supervisor is a key man in industry, being the link between management and operative.
2. His sphere of operation is small and tends to narrowness of outlook and behaviour unless he receives stimulation by wider contacts.
3. The conditions under which industry operates are in a state of constant evolution which tends to accelerate.
4. A means must be found of keeping supervisors up-to-date with developments if they are to co-operate intelligently instead of passively resisting change.
5. Apart from nationalized industries and a very few large-scale private concerns, industrial companies have not the resources or the numbers available to run their own courses.
6. Most of a supervisor's duties are basically the same whatever the particular activity.
7. Local technical college courses, though well suited to the young man entering the supervisory grade, are not suitable for the established supervisor in need of being brought up-to-date and mentally stimulated.
8. The need for these refresher courses can only be adequately met for industry generally by organizing establishments on a national basis.
9. Residential training is essential owing to the short time that supervisors can be away from their jobs and because it makes every waking hour of that absence play its part in making the training effective.
10. The British Institute of Management is the appropriate organization to promote this activity, beginning with a pilot establishment and developing as the demand justifies.

DISCUSSION

CHAIRMAN : We are fortunate, in having to introduce the paper, Major W. F. F. Scott, of Tube Investments, Ltd., who is responsible for the personnel matters at that very big unit. I am sure that you will all realize when he introduces his paper that you are listening to practical experience, reinforced by reflection.

MAJOR W. F. F. SCOTT : It is a fair generalization to say that a great number of the ills from which the world is suffering today is due to the inability of mankind to adjust itself quickly enough to the changing conditions under which, whether we like it or not, we now have to live. Industry is no exception to that general pattern. I make in my paper the proposal that we should make one small attempt to help forward the process of adjustment in a section of the industrial field.

Some years ago a psychological institute carried out some large-scale investigations on the capacity of people of different ages and different levels of responsibility to adjust themselves to a change in their working conditions. I have no means of assessing the validity of the conclusions they came to and I hope they were not very sound, because they came to the conclusion that the unskilled man had ceased to have any capacity at all for adjustment before he had reached the age of forty. They found that as you went up the responsibility ladder, while the capacity for adjustment did not cease so early, the curve was still a pretty steeply downward one.

The level with which we are dealing today is that of the first level of management—the foreman. He has found himself exposed to the full fury of the blast of change and what has made it worse is that that blast has been blowing a gale from two opposite directions. No wonder that, in many cases, he has felt breathless and confused. From the shop floor come the winds of unpunctuality and independence, while from up above come gusts of new departments, each gust making him feel less steady on his feet. The foreman is the man who matters most to the shop floor worker. He may know something about and make some contact with the higher levels of the hierarchy, but the foreman is with him every hour of his working day making a direct impact upon him.

In my paper I have only attempted to deal with one side of the problem, because I feel that in our present emergency, it is the most pressing. Of course we have not only to deal with our existing foremen but we have also to improve our methods so that we select the right people for our future foremen, and, having selected them, to give them preliminary training before they start on their job.

But that second part of the problem is not quite so urgent as the man who is already a supervisor and has been one for some time. The foreman leads a very circumscribed life. He has to be on his job incessantly, and there are very few companies who have very good arrangements for keeping him in the picture. Even where attempts are made, there is often an assumption that the foreman has more in the way of foundation knowledge than in fact he has. Generally, he justs gets into a deepening groove until it needs nearly a bulldozer to get him out. The main thing which keeps him alive are his grievances, but grievances often have the same effect. Of course there are some ways of helping foremen to educate themselves. Technical college courses and TWI, for example. But the people I am particularly concerned with are the people over thirty, and

that includes most of our supervisors today. You will not get them to go back to school, to a technical college. Possibly you will say : 'Well, that is not school,' but it feels like school to the mature supervisor. TWI has done, and continues to do, an excellent job, but it is a job which has two or three aspects, and does hardly anything to explain to the foreman all the changes in industrial practices that have occurred since he first got his promotion.

I suggest in my paper that the right thing to do, is to lift the foreman right out of his environment for as long as you think there is a hope of his company releasing him, which I assess from personal experience is a fortnight. By doing so you will give him the chance of standing back and looking at himself, and comparing his job with the same job in other industries. Coupled with that you can give him a general outline of what has been happening in industry ; the functions of and the reasons for any ancillary departments which, to his mind, have been impinging upon his authority ; to bring him up-to-date with modern thought and all matters of industrial relations and, in short, to reorient him in his environment, thereby stimulating him to play an understanding part in it and go back to his company to spread what are, to him, fresh ideas.

The right way to do that is by means of a residential course. The difference between a residential course and a non-residential course is just as great as the proverbial chalk and cheese. In my company we have had experience of both, and while the non-residential courses are certainly worthwhile, they are not to be compared in effectiveness with the cumulative effect of residential courses. It will not be hard in this egalitarian age to find some home of the new poor that is not too costly to acquire.

Being a Scotsmen, I suggest a very cautious approach, namely, to establish just one trial school which, of course, could only scratch the surface of the amount of work to be done, and, from the experience gained there, to go forward as experience dictates.

I have also suggested that in this the BIM should take the initiative.

I am glad to propose formally that there is a need for a short residential course for supervisors to be provided on a national scale and that the British Institute of Management should sponsor a trial establishment. I would like Mr Ratcliffe to second the proposal.

MR R. RATCLIFFE, Superintendent, Royal Ordnance Factories, Ministry of Supply: In seconding the proposition, I support the author of the paper that there is a need for residential centres of a national character for the training of supervisors. Most people now agree that training for supervision is necessary, and I would go even further by saying that an indifferent top management can be salvaged by good supervision and the resultant working unit, while not being completely satisfactory, would certainly not be bad, and the converse is also true, that with excellent top management a unit will only be mediocre with indifferent supervision.

The Director General of the Royal Ordnance Factories set up a committee to consider the whole question of staff training and to make recommendations. The industrial field was explored but it was found that no suitable existing schemes were in operation, which gave a comprehensive course of training necessary for ROF staff, and, based on our war-time experience of training and later post-war experimental training, the committee recommended two distinct schemes for supervisory and managerial staff.

I will confine my comments to the supervisory staff. Our scheme can be divided into four separate groups :—

1. A residential course.

2. A local course held in the factory.
3. Periodic visits to other factories both inside and outside the ROF organization with inter-changes of staff engaged on comparable work.
4. Extra-mural training.

The residential course covers subjects which are common to supervision irrespective of the nature of the factory. Two of the most important items in this course are the Arts of Communication, and Industrial Relations and Labour Management.

The local course covers the organization and methods in operation at the factory and includes such important subjects as: the relation between the factory and headquarters ; the role of the supervisor ; the supervisors' responsibilities ; factory safety ; planning and production control ; plant and building maintenance ; accounting and cost of production.

A residential course is essential if we are to raise the standard of supervision by training methods, because, in addition to the reasons quoted by the author, there is also the most important aspect of the social contacts made by supervisors from different types of factory, who will very quickly come to the conclusion that many of the fundamental problems which face us today are common to every group engaged in commercial or industrial activity. The actual courses, which are based on a combination of lecture and discussion methods, will not only be instructive, but will enable individuals to crystallize their own thoughts and experience, which will be of material benefit when they return to their job. It will not rapidly change an individual overnight from an indifferent supervisor to a good one, but it will show him how to benefit by experience and help to create an attitude of mind fresh, critical, receptive and dynamic.

LT. COL. R. A. C. RADCLIFFE, *Secretary, Management Research Groups*: Few here would disagree with the first six points in the Summary,* but I wish to say a few words about 7, 8 and 10 which are much more controversial. I am surprised to see the local technical colleges dismissed so lightly in paragraph 7, as being unsuitable for supervisors at a certain age.

My Association has been making use of the Leicester Technical College, who have run successful courses there continually. We must examine carefully whether it is worth launching a new national school as against the available resources of technical colleges. We could not possibly take this paper without realizing that for the last three years there has been this work going on : hundreds of foremen have been through these courses, and my Association has always received favourable reports. Mr. Lowndes of Leicester can tell us more about the details.

I come to 8 and 10 ; again I feel that the paper should have examined what has been happening in Sweden. There is a National Institute of Foremen there which has been established for 15 years. They have been running central courses, and we could not take this motion without comparing our country with theirs and their experience with ours, and drawing lessons therefrom. I regret that I have not the full details here. It is on the technical college work and on the argument that there must be a national college established, that I want to differ. I think a national basis is all right but whether it should be through one central college or different colleges is something we must consider.

Miss A. I. G. HEWITT, *Training Consultant, Harold Whitehead and Partners Ltd.* : This is an absolutely first class paper. If industry has demanded a three-month's course for upper management [I refer to the Administrative

*See page 11.

Staff College] then there can be no argument but that at least a fortnight's course should be necessary for foremen—lower management.

I would query whether a course of a fortnight is not disproportionately short in comparison with the three months for the senior manager. The foreman may have less to learn but, on the other hand, his capacity for acquiring the knowledge is more limited. Still, we can agree with the author that the practical man dislikes being sent away from his work for more than a fortnight. He likes to attend a short course, find out what it is all about and then return to put what he has learnt to the test of practice. If it stands the 'acid test' he is prepared to take another course.

There are, however, three principles in connection with the training of foremen which I would suggest are fundamental. They may be implicit in this paper but if so they are not sufficiently stressed.

The first principle is that training is a process that is going on all the time. It cannot take place once and for all on a stated occasion. Such courses would have to be annual or, at least, two yearly events to help supervisory staff keep pace with the developments which take place so rapidly.

The second principle is that whatever subjects interest management must be taught to those who have to co-operate in putting their theory into practice. The subjects touched upon in the paper seem to have been picked out at random. The subjects specified in the Urwick White Paper have been agreed upon as essential to management. The lower grades may not need to be given advanced lectures in the subjects. But it is surely as essential that the foreman as well as the manager should learn that heat, ventilation, shift hours and so forth, that is industrial psychology, have an effect on operatives.

The third principle is that all appropriate methods of imparting knowledge should be used in such courses. Many methods of teaching have been devised throughout the ages and the wise trainer uses whichever is most suitable to the man, the subject and the moment. It is a pity to pick out one special method such as the lecturette. There is a danger of making it 'the thing' and working it to death and final disrepute as is happening to the 'discussion group' method of training.

One great advantage of such residential courses is that the foreman returns with the prestige and authority which accrue from having gone through an experience unknown to the worker. The man under him can no longer say 'we know what you know ; we've seen you grow up with us in the workshop'. This greatly strengthens their position.

MR R. R. HOPKINS, *Personnel and Welfare Manager, Vauxhall Motors Ltd.* : I should like to comment on the length, the plan and the content. I agree that some of the most promising or outstanding foremen are able to proceed to the higher realms of management, and that a fortnight is probably right for them. But I wonder whether Major Scott and the rest of us can be reconciled to the fact that this is really going to be but a drop in the bucket. He places emphasis that there is the need to do something for existing foremen. I would suggest that it is a small percentage of existing foremen who will be able to benefit, and who can be released because of the difficulties and so on for a period of a fortnight. In other words, I am wondering whether if we agree that such residential establishments should be set up, there should not be courses of lesser duration comparable with what the BIM is doing at Pendley.

Col. Radcliffe has raised the question whether our technical colleges are adequate to accomplish the job. That seems to me to raise the question of the

content. Major Scott has put his emphasis on humanitarian matters, and teaching by means of discussion groups and lecturettes. Major Scott has said, and again I would agree, that some part of the training of foremen will be done within industry. It seems on several instances in the past that the split sometimes comes in this way, that one entrusts to educational specialists subjects of an academic classroom character such as economics, finance and so on, although in regard to finance there is a great deal that can be done inside the company. But it seems to me that when one comes to dealing with the matter of ancillary departments and the particular sections of ancillary functions, a great deal can be done within the company. One has got to think of the different forms and sizes of organization and realize the difficulty of dealing adequately and suitably with this sort of thing outside. If therefore we are taking the line of re-orienting this syllabus, taking out some of the things which can be done within the company and putting in some larger measure of academic educational subjects, the course here is right for a fortnight. It is pretty general, although it does not embrace some things which I think we would feel progressive supervisors should deal with. But it seems to me that there might be a case for doing the job in technical colleges. The question that principally arises is—have the technical colleges in all cases the kind of staff, atmosphere and a background which is most suitable?—because residents would have to be outside the college at a hotel or hostel. None the less, I am in agreement with Col. Radcliffe that it might be appropriate to consider making use of what we have got rather than setting up one experimental establishment of a new kind, which with the best will in the world might damage the claims of other people and which might take some little time.

MR. ARTHUR KAY, Director and Works Manager, Scott and Turner Ltd.: One of the difficulties which we find in discussing management questions is that most of the terms come from large engineering industries and do not apply to those companies that employ female labour. My own firm have a mission in life to minister to people's inner cleanliness and we employ mostly female labour. The question I ask is: Does the term 'foreman' include a woman charge hand and forewoman and, as an ancillary question, is the term supervisor synonymous with foreman?

CHAIRMAN: For the purpose of this discussion we may accept the learned judge's dictum that 'man embraces woman.'

MR. D. J. CLARKSON, Personnel Director, Glacier Metal Co. Ltd.: If we are going to initiate a residential course of foremen, we are probably running into the problem—what is common to all foremen? One thing that is common is the *philosophy* of management. I believe Major Scott did mention that the foreman is subject to pressure from above and below. That is quite true and only too frequently the requirements are quite different. That suggests that we have got to teach this philosophy of management to our foremen and to top management together. I know of one technical college attempt at Luton where a series of lectures were arranged (10, I think) where top management, foremen and shop stewards were brought together and where an attempt was made to discuss and put over the philosophy of management. It is equally important that the worker should know *why* he is managed as that managers should know *how* to manage. I would suggest something rather different, namely, that top management, supervisors and workers should learn together so that a common philosophy could be accepted.

MR. F. C. MEAD, *Assistant Staff Engineer, Post Office Engineering Dept.* : I would like to take up five points in Major Scott's paper. What I have to say arises from experience in running foremen's courses for Post Office engineers, while principal of the Post Office Central Residential Training School at Stone in Staffordshire.

(1) Should foremen's training courses be general or specialized ? I think it is generally agreed that a senior manager's course ought to be as general as possible, but for foremen I do not think that specialization can be avoided for the single reason that such a course must include consideration of the so-called tool subjects, and, at the foreman level, these tool subjects are very specialized and vary considerably from industry to industry.

What I would like to suggest is that foremen from different industries could attend the same course for human relations, organization and other general subjects, and have a specialized course in tool subjects in accordance with the requirements of their particular industry.

(2) As regards the length of the course, the Post Office has been running three week courses—the courses being limited to this period with the primary object of getting as large a number of people as possible acquainted with the elements of foremanship in the shortest possible time and at the smallest expense. Somewhat to our surprise we find that three weeks seems to be a trifle too long. I agree with Major Scott that a fortnight is probably the best from the point of view of the middle-aged foreman as a student. However, from the instructor's point of view, three weeks is preferable if the essential ground is to be adequately covered. Probably the compromise of something between a fortnight and three weeks is the best solution.

(3) The question of keeping straight lectures to a minimum, and encouraging the use of discussion is an interesting one when teaching adults. The Treasury, who are taking the lead in civil service training, have been advocating the method developed in the army during the war. This is the lesson method specially adapted to the needs of adult students. We find this method very useful and highly successful. It avoids the extremes of straight lecturing on the one hand and the popular discussion on the other. There is a military training film entitled the 'Technique of Instruction,' which describes this method very well.

(4) There is an important point to remember when advocating the distribution of a printed synopsis of lectures to students. Students should be encouraged to take their own notes during the lecture. Nothing really takes the place of the notes the student makes for himself. The actual process of making the notes does help to impress the material on the students' memory, even if he never refers to the notes again. This is a very valuable part of the learning process and should not be lightly cast aside. For students who are unaccustomed to taking notes, a short lecture on note-taking at the beginning of a course is time well spent. If the printed synopsis is given out as well, give it out after the lecture and never before.

(5) A primary requirement for the permanent teaching staff is that they shall be good teachers. This usually means that they will be keen on teaching and will have had some training in teaching method. These people will not want to abandon teaching after three years as has been suggested. Let us try and bring these people up-to-date every three years or so by sending them back to the factory or field for a few months to brush themselves up, and so avoid losing their valuable teaching ability and experience. The really experienced specialist can be brought to the course as a visiting lecturer when this is considered desirable.

DR. I. BLAIN, National Institute of Industrial Psychology : I rise rather hesitantly to make some observations arising from an investigation which some members of our Institute staff have been carrying out during the last few months. We have interviewed some 200 supervisors or possibly more, drawn from a great variety of industries and from companies employing anything upwards of 350 workers. This is part of a larger research programme which we are carrying forward and about which many of you will know. My comments are purely personal and tentative, because the work is still in its early stages. I have been interested to learn of the training the supervisors have actually had, and in regard to those who have had no training at all, to learn their reactions to their experience. We have found that only a very small proportion of the people interviewed have had no training of any sort. Those who have attended technical colleges for evening lectures have given on the whole less favourable reactions than those who have had opportunity to go to residential courses or conferences. As for those who have attended residential courses, either weekends or longer (such as provided by Leicester), their comments have been interesting. The main value that the supervisors were conscious of gaining from them was from personal contacts rather than from the content of the course. That may be a rather significant point, especially if you take it in conjunction with the fact that most of the supervisors with whom we are dealing are people who have left school at 14 or younger and who have not been encouraged to indulge in thinking of an academic type, probably for a good many years. From our observation they find it difficult to understand the general principles which it is feasible to teach them in a course of a rather academic type. They do not know how to apply these general principles to the specific practice which holds in their organization. That leads me to suggest that, while obviously there is value in courses of many different types, these courses should be supplementary only to the training processes which should go on continually within the individual companies. This point is supported by the discussions we have had with managements in the course of our work. The chief feeling about this need for training among the management representatives whom we interviewed was one of uneasiness, and that we should be doing something about it. In consideration of this whole topic, I suggest, therefore, that it may be worthwhile to examine what can be done to help managements particularly of small companies of, let us say, 1,000 or even 500 men to undertake some programme of training either formal or informal, for their own supervisory staffs.

It is worth giving a great deal of attention to methods of informal training. I have in mind one particular company which is doing a very good job, where the management is consciously aware of this training need and is carrying it out by means of a series of committees and discussions with its supervisors all the way down the line. The supervisors have no consciousness of being trained—the only consciousness of their dignity and significance, their importance as members of a team, members of a group of people who can make the whole concern tick over successfully.

MR. R. B. SOUTHALL, General Manager, National Oil Refineries, Ltd. : Throughout industry at the present moment, the word 'supervisor' is used in a limited capacity, while 'foreman' is more understood and more generally used in the older industries. At this stage it would help in the general understanding of what we are trying to achieve, if we kept both names in the resolution instead of grouping them under one name.

With previous speakers, I would like to draw attention to the value of the work which technical colleges have done, and can continue to do, not necessarily in competition with what is now proposed, but in a proper perspective. If these residential colleges were to be established the number required would be so very large—somewhere between 100 and 200—it is something we are not likely to reach for a very long time.

I would not like to see No. 7 of the Summary related to our resolution; I think we would antagonize a body of very willing people who are trying to help industry. At the present moment, I would like to see the projected college established for one or two experiments from which industry might learn, but we cannot do that without the general background which the technical colleges can give us. After all, foremanship training is a long term matter. If it is possible, I would like to see associated with the resolution a clear statement of the objectives. We do not want it to be felt that a mere attendance at a fortnight's school of this nature will in itself be an absolute qualification. That might stultify rather than encourage development of foremanship.

DR. R. W. REVANS, Director of Education, National Coal Board: I represent an industry which has a particular job in training supervisors. We employ something like 25,000, dispersed in coal mines where it is almost impossible for the manager to supervise them. We rely, therefore, very largely for what coal you do get upon the efforts of our deputies, the men at the cutting edge, who supervise those doing the productive work.

We have tried many different ways of training these supervisors, including short residential courses on a national scale. We have also used the resources of technical colleges very largely, where in different parts of the country we run courses lasting a month, which the men attend every day; this year we have started deputies' courses at our central college, arranged and run by the Coal Board at Nuneaton in Warwickshire; they are residential courses and last about a fortnight. We are satisfied with the results—when I say 'we' I mean the officers of the National Coal Board—but unfortunately there is a very little active sympathy shown to these courses by the colliery managers.

Our latest efforts to get supervisors on a national basis to Nuneaton are failing; we shall have to withdraw these facilities. That may be because we did not take sufficient trouble in the first place to explain to our managers in the 1,000 pits up and down the country just what it is we were going to do at Nuneaton, whereas the managers of the pits in Yorkshire can, if they want, see what is going on at Manvers Main, where a course is staged. That is a very important point indeed.

If we embark upon national courses for men who, after all, are going back to their jobs to be responsible to somebody else, the first thing we have to do, long before we invite anybody to attend the national course, is to be perfectly sure that top management understands what we are doing, and that they are going to be sympathetic.

What we try to do now is to encourage the development of residential courses, not on a national scale, but on a regional scale, as we have done in Yorkshire, so that the men who carry the responsibility of running the industry can see what it is their supervisors are being trained in. That is essential, and while I personally am very pleased indeed with what has happened, and with the benefit our deputies have gained from our courses at Nuneaton, unless we have the adequate support of high level management before we start, our efforts will not succeed.

MR. A. B. LOWNDES, Head of the School of Commerce, Leicester College of Technology and Commerce : Our experience of residential courses may be of some benefit before we come to a definite decision, but I want to raise one major point only at this stage and that is whether the BIM, in the wording of this resolution, should make the first experiment in a residential course. I would have preferred that the resolution should have read : 'That there is a need for residential courses and that the BIM should take all possible steps towards securing the development of such courses in suitable technical institutions.' I do not know whether it is your intention to accept an amendment to the resolution as it was given to us, but I feel that this is the point, whether we would have to raise issues on the general field.

With regard to the ability of technical colleges to cope with residential courses, we have during the last three years been running some 18 residential courses mainly for three weeks' duration. We ran one of two weeks' duration, but found that it was inadequate and we, therefore, came back to our three week courses. The courses are very much in line with those proposed by Major Scott, and I would have no hesitation in saying that we would not attempt again to cover the ground work of Major Scott's programme in two weeks. It just cannot be done. During the past three years we have had over 300 trainees passing through these courses, coming from some 75 firms throughout the United Kingdom. One actually came from South Africa to attend the course.

It has been suggested that the technical colleges are so interwoven with the educational system that they are only capable of dealing with people who have practically just left school. I had an analysis made of some 900 students in a department of a technical college dealing with industrial management, and I found that of those 900 students some 360 had left school at least three years previously. We have had three of these colleges mentioned by speakers this morning. Major Scott referred to the wonderful work which is being done at Birmingham. Another speaker referred to the work being done at Luton and we have had reference to the work being done at Leicester.

Some of us at the technical colleges do feel that we are just a jump ahead of the needs of industry. We have the plans ready when industry is prepared to take them. We have on hand at the moment in one of the technical colleges a junior staff college course for which, quite obviously, industry is not yet ready. The only point I want to raise at this stage is that this work can be done, and is being done in technical colleges. We feel that it should be the duty of the BIM to support and demand that the suitable major technical colleges do undertake this work with the necessary staffing arrangements which will have to be made. There is no difficulty in getting staff, provided we get adequate senior assistant status for them. I have never found it difficult to find suitable staff provided we pay them senior assistants' salaries.

MR. A. DOWDELL, Lecturer in Industrial Administration, Manchester College of Technology : I would like to say something about the attitude towards the education of foremen which may be a discordant note.

I am a newcomer to the teaching profession and quite sure that I would not be suitable for teaching youngsters who have just left school. Last night I was taking a class of about 70 people, not one under 24 years of age. We have also at the Manchester College of Technology a foremen's course, and next month 100 foremen have volunteered to take an examination. I have spent nearly thirty years connected with adult education and feel when I listen

to the conversation about the training of foremen, and read articles, that there is too much hurry and too much is being expected.

I think that Mr. Lowndes would agree that the technical colleges are at least as fertile in ideas, and in the keenness to co-operate with the present management of industry towards the education of foremen.

There is so much scope for the training of foremen that any experiment is worthwhile ; but beyond that I do not think a case has been made out that the education of foremen is being in any way neglected. There is a shortage of teachers because you cannot get part-time teachers. It is not worthwhile doing it because of income tax, etc. You would have to take teachers from places where they are already doing the work, and I do not see how that is going to help.

I have had experience of residential courses in the summer school movement as a university tutor, and also as a young miner. I would suggest to those who emphasize the importance of the contact that they should take this as evidence that you have not gone far enough. When a fellow has been to three short courses the content interests him.

Again we may study the development of such organizations as the WEA, and although it has a political basis—the National Council of Labour Colleges. I am quite sure that if industry had had to rely only on the training of works representatives in residential courses such as Ruskin College—and I cannot speak too highly of that place—the problem in these post-war years would have been immensely more difficult than if we had not had the benefit of these non-residential courses. Very few people attend adult classes who are under thirty years of age, and they proved quite capable of training for local government and union affairs, and for joint consultation in management.

In the body of the paper, it speaks of the courses at technical colleges being coloured by the environment, and says that they are excellently suitable for the young man. That idea is out-of-date. We at the technical colleges are sitting down and talking round the table all the time, and most of the people in my own department have had practical experience in industry. I doubt if we are very much behind anybody else in this matter.

CHAIRMAN : I do not think we can at a meeting of this kind discuss the details of any scheme. All we can discuss is a general recommendation to the BIM to do either something or to do nothing. We cannot elaborate a detailed scheme for establishing a course for foremen and supervisors. We can frame a resolution which expresses or fails to express our views as to the need and possible action.

MR. S. M. KAYE, *Industrial Consultant* : I am lecturing at two colleges in industrial psychology. One of the things which my students, the youngest of whom is about 24, told me is, ‘ What you tell us here is very beautiful, but where can you show us the firm where we can do that ? ’ The point is, I feel that if we have this fortnight course or three weeks course, the training of foremen or supervisors is only to be supplied to large sized firms who can afford to spare their foremen for a fortnight or three weeks. This, in my opinion, is wrong. Most foremen and supervisors in our smaller firms feel left out. If we have courses of a type where there are two lectures or two hour courses, over a period of 12 weeks or, rather, 24 weeks, held every two weeks, and have a lecture with staff which is borrowed from industry and from the technical colleges as well, then we can keep alive discussion. We can get people

who are alive, modern people who are connected with industry. The question of remuneration for such people does not arise. To a very large extent colleges alone do not get first-class experience as permanent lecturers on account of the pay—by that I mean industrial experience. If we have these courses with one hour lectures and one hour discussions—in my opinion that would meet the whole problem on a much broader basis.

COMMANDER E. WHITEHEAD, Economic Information Unit, Treasury : I would suggest that there is everything to be said for carrying out the proposal set out in this paper in addition to what is being done for example in technical colleges. The points made by Dr. Blain (NIIP) were particularly relevant to this, and I remind others of the findings of the Institute of Technology of Massachusetts which has also tried residential courses for supervisors. If I remember rightly, one of the main conclusions of those responsible for the running of these courses was that they may not have achieved anything very much in the realms of the subjects taught, but they had certainly achieved a lot in improving the quality of the men who had taken the course. They attributed that improvement largely to the social experience of attending such a course, an experience entirely novel in the lives of many of the men who were undergoing these courses. I suggest that the object of a scheme of this kind is not only to improve technical quality but also to help develop the whole personality of the man, so that he should be better able ultimately to take his place in the higher ranks of management. It is necessary to keep constantly in view that we want to develop all sides of him and not only to make him receptive to the subjects taught. For that purpose I suggest that a residential course is absolutely essential.

MR. T. B. EDWARDS, Personal Assistant to Works Manager, Ruston and Hornsby Ltd. : May I as a very young recruit to the management side and one who comes from the factory in Grantham, say that we started in 1815 and that we were the only firm in town until roughly 1933. Many of our foremen, of which we have about 20, were made foremen in those days. The last bowler hat was hung on the nail after 1938, when I started to serve my time, and we have rather a conservative attitude. We have foremen who have revealed a lack of insight into management affairs. We do arrange visits for our foremen to other firms with whom we are connected. These are beginning to show an effect. Foremen's monthly meetings are used very much as a kind of educational session. If a man has a point to put forward he does so and the point is answered. I have no doubt that for this small town it is absolutely essential that there should be some residential courses. I do not think our local technical college can carry through the job. I feel for one thing that when the men go away they are away from their local environment. They get into a new situation and the people to whom they are listening are people they do not know. For some reason or another, one always values what one hears from someone one does not know rather than from a person one sees every day. Someone spoke to you about the taking of notes while a lecture is going on. I am afraid I do not think a lot of the foremen from our place are sufficiently developed to be able to make notes which would be of any use, and I do not think that one lecture on how to take notes would be sufficient. I feel, therefore, that they should be handed a précis before the lecture is given and they can make their notes on it. If you make a précis you can leave space enough on the right hand side for notes. Referring to another point, I feel that, owing to the tremendous

amount that has to be done in this matter, it is essential rather than concentrating on the old diehards, that we should pick out the new men as they are about to be promoted, and send them away to one of these courses to stimulate their minds and let them see the other side of the picture, and then they can come back, having had an experience which enables them to speak with more authority than if they had been taken straight from the shop floor.

MR. G. SATOW, *Director of Training, Stewarts and Lloyds Ltd.* : I should like to support Commander Whitehead in his remarks. I also wish to point out that Major Scott is dealing not with the young men but with the older men, many of whom are the backbone of industry today. These people may have been at their work for 20 or 30 years, and some of them perhaps have never been out of a single department and have never even seen parts of their own company. To get them into the frame of mind whereby they can absorb some of the new doctrines which are flying about—and there are some very strange doctrines—it is necessary for them to be jerked out of the rut. I do not think they will get that necessary jerk by attending a one or two year course at a local college. What gives them the jerk is the residential course. We know the value of a residential course ; it is getting away with your colleagues to a new atmosphere. This very often results in giving the man the necessary jerk ; then you can go on with the local training by the technical colleges. It is really the same as when the raw materials are elevated right to the top of a factory and then, process by process, and stage by stage they descend, emerging as finished articles at the bottom. That is the analogy and is what we have got to do for those older men—to take them up to the top for a fortnight or so, and then to bring them down, step by step, through the technical colleges. If we admit this analogy, I think we shall be able to find more confidence in the resolution that is to be put.

MR. R. H. PURDIE, *Manager, Cigarette and Mfg. Dept., Carreras Ltd.* : I speak as manager of a production department and I would like to echo the remarks that have been made, that we do keep our feet on the floor. Let us not be blinded by our own level of intelligence, if we can call it that at this meeting. I feel my foreman, or my woman chargehand, is not the sort of person who can take general stuff and apply it to their own particular sphere. I do feel that you must very literally educate ; get from them what they know in regard to their actual job, ask them about it, and starting in that way, gradually widen the subjects which are introduced to them.

I notice that in the factory a piece of spasmodic instruction given on the job sinks in. Coming from some 'course' it does not sink in nearly so much, simply because they have not yet reached that level at which they can do algebra, they can only do arithmetic. I think that should be borne in mind.

MR. R. OGDEN, *General Secretary, British Association for Commercial and Industrial Education* : I would like to refer to the fact that I had something to do with the starting of the three-day residential courses at Pendley, organized by the BIM, which have already been mentioned. From our experience in these courses, we have found what I think is always found today, namely that there are a certain number of firms in this country who are progressively minded and are willing to make sacrifices in regard to the training of supervisors, but there are a large number of firms who are far behind that vanguard of firms. To such small firms a fortnight's course is far too long. From experience at Pendley, it is known it was difficult to get many firms to spare foremen for three days.

I suggest that this experiment which is suggested now is at the moment ambitious, and that it will be better—I put this up as an alternative suggestion—to make use of the residential colleges which already exist, such as Pendley and Ashridge, and run the experimental course for periods varying from three days to perhaps a fortnight to try and find out the optimum length which will suit the majority of firms. When I say the majority we must not forget the smaller firms because they, after all, are the people who need facilities for foremanship training far more than the larger firms.

There is one other suggestion I would like to put forward as we are still on general topics, and that is the possibility of local managers' associations joining together to run foremanship courses in the same way as the Enfield Manufacturers' Association, which has got 15 firms to join together to run joint apprenticeship courses. I think that is a possible solution to this problem.

It has always been put up as an excuse by the small firms that they cannot afford the time and facilities necessary for providing adequate training. To make this a co-operative venture on the part of groups of firms might be one solution out of the difficulty.

MR. H. E. WRIGHT, Director and General Manager, Steel, Peech and Tozer: Before you put the resolution, you will have to decide that foremen appear prominently if you consider the different conditions obtaining in various industries. I was wondering whether supervising is intended to apply more to the younger than to the older people. I am engaged in the steel industry, and my company is fairly representative.

We do not use the term supervisors except for the welfare supervisor or something like that, but in the production and maintenance departments we call them foremen. The average age is well over 40; I doubt if we have one under 30, and we have to take into consideration trades union conditions and tradition in the works. Recruitment of foremen is by seniority plus suitability and ability.

I do not know how you would fit in men of 40 or 50 years of age. Some of them do not attain the rank of foremen until they are 45 or 50, because of this system of seniority. I hope, therefore, you will take into account the steel industry which is a not inconsiderable part of the total industry of the country.

MR. J. L. JOLLEY, Research Officer, Association of Supervisory Staffs, Executives and Technicians: My Association, which is a trades union, represents about 16,000 foremen; the average age of our members is 48.5 years. This is probably the average age of all foremen, throughout the country; because I do not see why any one particular age group should be more interested in joining us than any other.

If this figure is correct, and we want to persuade foremen to decide to take a training course in supervision, we have got quite a job in hand.

That is not to suggest that we should not try to persuade them. Indeed, our association is doing the best it can to encourage its members demanding courses. It seems to me that we have confined ourselves to discussing the problem of how the higher executives start getting such training courses going, when we should also be discussing how to persuade the average 48 year old foreman to demand them. This is not particularly easy.

We in ASSET are running a 'Gallup' poll of our foremen, at two-monthly intervals, to get their attitude and reactions to various subjects.

Our efforts are, however, having some effect; and some of our branches are writing in and asking: 'How do we get on to the local technical college

in order to persuade them to give us training we may want ?' It usually appears that if our branch can provide a nucleus of students, the technical college can produce something to suit us.

We are also considering starting a correspondence course in foremanship and management for our members.

It seems that we should concentrate much more upon influencing all the foremanship organizations, of which there are quite a number, such as ASD¹ and IIS², and persuading them that it is in their interest (as well as in that of their members) to push from below for these sort of courses.

CHAIRMAN : I am going to ask Mr. Rimmer, who is the Education Secretary of the BIM, to tell you as briefly as possible what we have tried to do and also to present the problem of framing some general resolution expressing the concensus of the opinion of this meeting.

MR. N. C. RIMMER, *Education Secretary, BIM* : I would like to launch straight into the main heading of Major Scott's paper and to indicate certain aspects of the problem which might be included in a resolution.

As I deal with them I will try to indicate some of our thoughts on these aspects at the BIM.

First, the question of demand. Mr. Jolley has produced a figure of 16,000. Major Scott's paper contains an estimated number of 100,000. Others interested in the problem are working on a figure of 400,000.

We may take it that there is a body of people to be catered for. Mr. Lowndes has stated that so far, in three years, he has provided for 300. I do not think I need add to those figures. We can accept the fact that there is a demand which is unsatisfied at the moment, quite apart from the demand of which we would certainly support the creation, as suggested by Mr. Jolley.

On the question of residential training we certainly share the views expressed here by Commander Whitehead and Mr. Graham Satow on the value of residence. We believe that it is essential to provide an opportunity for some objective thought away from a man's daily environment with which he may associate all kinds of ideas both pleasant and unpleasant, to enable him to 'take stock' and from contact with others in similar fields of responsibility, to find some form of yard stick for his own efforts and the efforts of his own organization. The social benefits of such methods of instruction are incalculable. On the question of residence, therefore, we give full support.

With regard to size, we should include something in a resolution if that is possible. Not so long ago, discussing management training with the head of a large technical college, I heard of a management class of over 100. This is not uncommon. I believe that we should set down a span of control for the tuition of groups. Major Scott has suggested a certain number and I think that this is of great importance because the alternative—that is to say the mass-production method—will result merely in the retailing of information and the absorption of facts, and this is not the object of the exercise.

On the question of duration, we certainly favour the promotion of short courses for the reasons which are contained in Major Scott's paper. Whether the time should be a fortnight or three days remains to be argued. There are few firms at the moment who are able to spare men for longer than a fortnight and there are many who would support a short course as an introduction. Having regard to other factors at this time, it may be difficult to justify a longer course.

¹ *Association of Supervisors' Discussion Groups.*

² *Institute of Industrial Supervisors.*

Sweden was mentioned earlier by Colonel Radcliffe. We have been in touch with the Swedish experiments and have learnt much. Their courses range from nine months to three years full-time. While we can derive great benefit from their experience in method, we cannot gain very much from their curricula.

Content and method present the biggest problem of all, and we have given to it much study. The suggestion that any of us should be educated is never a pleasant one. Many of us have been to have a look at the accommodation of a large number of courses and are anxious to see an improvement. On a recent visit to an excellent building in Central London, I asked to see the 'management room'. I was taken down the back stairs to a miserable little office. There were only a few students and though they appeared quite comfortable, it was grim to a degree. A very large number of people do associate the prospect of attending a course with the worst memories they have of their own school days. We must, as a first essential, provide an appropriate environment for such training. It was said by the Netherland delegate to the Chairman of UNO after a long sitting : 'How do you say in English that the head can only absorb as much as the seat can endure ?' That remark is very relevant here.

My points so far have been five. The last of these was content, and I agree that this demands more detailed consideration and cannot be dealt with adequately here.

The sixth and last one is that of responsibility, and Major Scott has covered it in his paper. The BIM is the recipient of a large number of suggestions, and is constantly being asked 'What is the BIM doing about it?' Attention has already been drawn to that today. Our present policy is to encourage the provision of residential facilities wherever we have found some willingness. We have sought a stake in every educational establishment which showed such interest, rather than try to create new ones. We have based that policy on the fact that the nation—that is to say the Treasury—that is to say we—spend great sums every year on education, and we believe that 'education' should take more account of the needs of industry and commerce and especially the needs of foremanship.

The headings, therefore, to which I would suggest we should direct our thoughts, are: first, demand ; second, residence as an essential ; third, the size of groups or span of control ; fourth, duration ; fifth, content.

Let us accept the principle that we should aim to provide only that which cannot be obtained within the organization.

Finally, there is the responsibility for taking the initiative. I believe, Sir, you share the view that this is a double problem, and I think we should also include mention of that fact in the resolution. First provide the opportunities, and second ensure that the opportunities, thus created, are used as fully and widely as possible.

CHAIRMAN : It will facilitate discussion if we take these headings which Mr. Rimmer has suggested singly. First of all 'demand'. Are we generally satisfied that there is a general feeling in the country that there should be more attention paid to the training of foremen and supervisors, that many more facilities should be made available and that it would be possible to persuade industry and the individuals concerned to take full advantage of these ? We need not go into long statistical argument as to whether the number of those concerned is 100,000, 400,000 or more. If there are 100,000, it is quite clear

that the educational and training facilities in this country do not measure up to more than about 20 per cent of the problem at present, if that. Therefore, are we all agreed that there is a need and that that need can be translated into an effective demand for greater facilities for training foremen and supervisors? Does anybody wish to speak upon that?

MR. G. S. PETCHE, *General Secretary, Association of Government Foremen*: Despite the information which has been given by the representatives of technical colleges and institutes, I am not convinced that these are capable, with one or two exceptions, of providing residential courses on a sufficiently large scale. We have been told that the plans are ready when industry is ready to avail itself of them. If that is so it should be given wide publicity in the right quarters. I am convinced that foremen and supervisors are being denied the opportunity of training, because both they and their employers find that no facilities exist for this purpose.

That there is a need for these courses is, in my opinion, beyond doubt. The more ambitious of these people take advantage of the evening courses already provided by the technical colleges, often at great inconvenience to themselves, and there is no suggestion that these should cease, or be interfered with. Indeed, they are very necessary but that is no valid reason against the provision of the residential course in addition.

The great value of a residential course lies in the fact that it lifts the individual for a short time completely out of his day-to-day environment, and provides that stimulant to progressive thought which is so all-important. The actual instruction given is often secondary in importance to the value to be derived from mixing for a short period in entirely new surroundings, with a group of similar individuals from other centres and other industries.

There is a large number of foremen and supervisors throughout the country who would benefit to an incalculable degree from such courses, both individually and collectively, in just the same way as we, for instance, are benefitting from our attendance at this conference. Industry and employers would in turn feel the effects of these benefits in the improvement of management and supervision which would result.

There is at present, as any organization catering for supervisory grades will tell you, a great sense of frustration prevalent among these people. Opportunities are provided in a variety of ways for the training and development of higher managerial and professional grades, but little thought and energy is directed to improving that vital link in the chain of management—the foreman and supervisor on the shop floor. I sincerely hope, as do the members of my association, that the BIM will take active steps to remedy this appalling deficiency.

MR. R. G. JONES, *Leicester College of Technology*: There is a demand, and we are very much indebted to Major Scott for formulating the basis of discussion this morning and driving home to everybody the requirements of industry.

This is one of the first opportunities we have had at a national conference of completely exploring what is being done for supervisory training, and demonstrating to people that the demand is there if it is properly harnessed. Further discussion will develop whether that demand will be met on a regional or national basis.

As far as industry is concerned we have had students from firms employing 40 people and students regularly from firms with a strength of 12,000. The

problem is how to properly harness the demand. If this is necessary, it is a job for the BIM to sponsor, particularly among the smaller firms. The larger organizations, where they themselves provide their own training, can do a lot that the smaller firms cannot do. When they are aware of what is available, I am sure that the demand will increase.

A DELEGATE : There seems to be conflict between the words 'local' and 'national.'

CHAIRMAN : I did not think of the contrast of which the speaker was thinking, the distinction between local and regional. I was merely trying to emphasize the difference between attending part-time evening classes in your own locality and going away to a residential course. It is generally agreed that we want residential courses in addition to any facilities for students in their places of residence, and there is the size of the course. Major Scott made a point in his speech about that. There is always a tendency when you are discussing problems of this sort for somebody to have a pipe dream of an enormous red brick university where he has 5,000 people and becomes a very important person as the size of the institution which he administrates grows. The tendency of Major Scott's paper was to keep the size of the courses, on the whole, fairly small, perhaps three groups of fifteen.

What is the general feeling of this meeting—is it wise to keep the group fairly small or not?

MR. LOWNDES : We started off with fifteen and I suggest from our experience that that was possibly the minimum number. 15 to 18 has been found to be a satisfactory group. Beyond 18 it gets too big for intimate contact. We are running two groups concurrently and the second group we are using experimentally.

CHAIRMAN : The general concensus of opinion is that for the purpose of such courses as we are discussing, the groups should be kept well within what I may call 'the discussion' group size, that is to say groups of not more than 18 sub-divided into groups of 9 for certain purposes. The groups have to be kept small if they are to gain any benefit from the 'syndicate' method.

The next question is the duration of the course and here there was a good deal of difference of view expressed. You have always to visualize what the man who is attending the training needs and what the demand will stand. Major Scott plumped for a fortnight for these residential courses. Mr. Lowndes said he could not do it in less than three weeks and that it depends upon the syllabus. Alternatively, there is the experiment tried at Pendley of the long week-end, and Mr. Ogden then said that he could not persuade the smaller firms to go much beyond the long week-end. Is it the view of this group that at all events there are sufficient students to fill experimental courses of this kind? Could they be secured from industry on a fortnightly basis?

MR. HOPKINS : I feel that two to three weeks is the period for the selected foremen. In addition, in my own organization and in some smaller firms, there are a large number of foremen for whom three days would be appropriate and adequate. It seems to me that there is a case for both. One does not necessarily overlap with the other.

DR. BLAIN : I would warmly endorse what Mr. Hopkins has said. I must bring to the attention of the meeting the difficulties of small companies in giving up the services of their supervisors for more than a few days at a

time. It seems to me that we can do a much more useful job by having a crack at this very difficult problem affecting a very large number of people who control a great many workers, than if we provided a more elaborate (and possibly more effective) course for a much more limited number of people from the larger companies whose managements are able in various ways to spare them for longer periods ; and whose supervisors may also be of a different calibre, more capable of studying facts for a long time. I suggest that the greater number of supervisors in industry today can only be spared for a few days at a time, but that the best thing we can do is to have courses of various lengths running experimentally.

CHAIRMAN : I do not propose to embark on a discussion on content and responsibility because these are integral parts of any resolution we may pass. I propose to ask Major Scott to sum up the discussion and propose a resolution.

MAJOR SCOTT : It became evident to me during the early part of the discussion that I had slipped up in the way I had phrased some parts of my paper. Nothing was further from my mind than to deprecate in any way the work of the technical college, and particularly the work that has been done at Leicester. But I do feel that there is a need for a parallel effort to be made by industry itself to possibly point the way in some additional directions, and stimulating competitive effort on the part of all those other technical colleges that are not doing what Leicester is doing.

With regard to the comments on content, I put in some suggestions. From what experience I have had I realize that there is still a lot to be learned of what content should be, and the method of putting it over, but with the over-forties particularly in mind—and they are the majority of our supervisors—I already have a little expectation of being shaken in the belief that the straight lecture is not the right method. On duration the effect is undoubtedly cumulative. If you have a three-day course it takes two days for the man to settle down and he has gone back before there has been any enduring impression made upon him. The effect evaporates very quickly. In fact he is soon back in his old rut and the course he has attended has vanished from his consciousness.

Before dividing up the resolution into sections perhaps I had better read the whole thing and no doubt you, Sir, will take it in sections.

The resolution is :—

' That this conference is of the opinion that there is a need to provide residential courses for foremen and supervisors on a national scale and that the BIM should take the lead :

1. in furthering the study of the problem ;
2. in stimulating provision of facilities in suitable institutes ;
3. in co-ordinating and assisting efforts ;
4. in promoting further experiments, including sponsoring a pilot establishment, and in securing from industry the maximum use of the opportunities which are provided.

CHAIRMAN : As Major Scott has pointed out, the resolution was framed as the discussion went on in an attempt to express, as far as possible, what we feel to be a general concensus of opinion on all points.

Let us take it in parts. First of all : ' That this conference is of the opinion that there is a need to provide a residential course for foremen and supervisors on a national scale.'

Here several delegates took part in a discussion on the wording of the various sections.

MAJOR SCOTT : May I ask what facilities technical colleges have for providing residential establishments. I speak in ignorance because I do not know, but I do feel that to take rooms in a hotel is not enough and that it should be a real residential establishment that is self-contained, and exists for that purpose only, because you will get the right atmosphere in it.

MR. J. BROSGALL, *Secretary, Southern Regional Council for Further Education* : May I intervene ? The Council is one of ten regional organizations in the country and the region is not easily covered by normal transport facilities. Consideration is being given at present to the possible provision of hostels for students to attend courses at selected centres in connection with the concentration of facilities for advanced instruction. The question of using the hostels for short residential courses will be one of the things which will be discussed. This is a development which has not yet taken place, but in largely agricultural regions it is quite clear that there will be consideration of the provision of residential courses which cannot easily be made in a local centre, but can more readily be made in a regional centre.

A DELEGATE : May I suggest that it should read, 'Should direct their energies towards' or some such words as that.

CHAIRMAN : I do not mind altering it as suggested but the purpose of H.M. Government and of the Baillieu Committee in recommending the establishment of the BIM was that it should act as a focal point in this sort of thing. I use the word 'leadership' in a somewhat different sense, but I think we might leave it at 'and should take the lead'. The point at issue is, should we eliminate from (4) all that part of the resolution which reads at present, 'to promote further experiments including sponsoring a pilot establishment' ?

A DELEGATE : Before that is put to the meeting Major Scott asked what could technical colleges do in this respect ? They can do anything that industry wants them to do. Give us the demand and we will provide the residential facilities.

A DELEGATE : Is not the difficulty over the word 'establishment' ? I think the nervousness which I detected behind me is with regard to the acquiring of some premises and setting something up which might not be made to work out.

CHAIRMAN : Shall we make it read 'promoting further experiments including sponsoring a pilot course' ?

A DELEGATE : Does not the first part of that section include the latter ?

CHAIRMAN : Well, to put it finally, may I suggest this. Would those who would like us to limit this clause to 'promoting further experiments' indicate in the usual manner. Would those who would like us to include 'including sponsoring a pilot course' do the same.

I think the decision is to stop at 'to promote further experiments' .

REPORT OF SECTIONAL MEETING No. 2 TO PLENARY SESSION

CHAIRMAN : I will ask Major Scott to report on Sectional Meeting No. 2 concerned with residential courses for foremen.

MAJOR SCOTT : The large attendance at the session showed what lively interest there is in this subject and that those attending all felt themselves repaid, quite apart from the subject discussed, by the art of chairmanship of Col. Urwick. It was not an easy session to conduct, and, apart from keeping us very well to the point, in the end he produced from the sense of the discussion a resolution that needed practically no amendment. My best course is to read the six point summary and then comment on the various sections of it.

'The conditions under which industry operates are in a state of constant evolution which tends to accelerate, and a means must be found of keeping supervisors up to date with developments if they are to co-operate intelligently, instead of passively resisting change.' That was accepted without any argument.

'Apart from nationalized industries and a very few large-scale private concerns, industrial companies have not the resources or the numbers available to run their own courses.' That also did not meet with much argument.

'Most of a supervisor's duties are basically the same, whatever the particular activity.' That again went along quite smoothly.

But now we come to a section which owing to the pitfalls that always lie in the path of a summariser did arouse quite an amount of discussion, 'local technical college courses, though well suited to the young man entering the supervisory grade, are not suitable for the established supervisor in need of being brought up-to-date and mentally stimulated.' What I had in mind was the type of course done in the evenings in the man's own time, and I did not in any way intend that to be a reflection on the admirable work being done, for example by the Leicester College. It took some little time before that point was cleared up to the satisfaction of the gentlemen representing the technical colleges.

The next point is, 'The need for these refresher courses can only be adequately met for industry generally by organizing establishments on a national basis.' The meeting generally felt that probably a regional basis might be a more suitable basis upon which to have them, and that a national basis might be too wide.

'Residential training is essential owing to the short time that supervisors can be away from their jobs, and also because it makes every waking hour of this absence play its part in making the training effective.' There was, I think, almost a complete unanimity that for the type of course and the length of period that the supervisor could be spared from his work, the residential course was infinitely superior to any non-residential course.

Finally, 'That the British Institute of Management is the appropriate organization to promote this activity beginning with a pilot establishment and developing as demand justifies.' The conclusion shows you how that was modified, the general feeling being that if the BIM became responsible in the first degree for such an establishment it would inevitably tend to have to continue on that basis ; and that might not be desirable. Therefore it would be better for the BIM to do all it could in the way of encouraging activities towards the provision of residential courses.

The Chairman finally crystallized the matter by putting five points to us. Firstly, is there need ? That was agreed without discussion. Secondly, what is the amount of demand and is it being fully satisfied at present ? It was agreed that it was not satisfied but that stimulation of demand was also very desirable in a number of directions. Thirdly, what should be the method ? There was no difficulty about arriving at full time residential courses. Fourthly, what should be the size of each course ? There we soon arrived at the figure of 15 to 18, divisible into groups, when discussion groups are necessary, of 8 or 9. Fifthly, what should be the duration of the course ? There it was a matter of what was practicable from the point of view of release of the supervisors, as well as what was desirable from the amount of instruction that should be imparted.

There was some difference of opinion as to whether it should be two weeks or three weeks, and also suggestions that although a three-day course could not do the whole job, it might be a very useful introductory phase. Then we had the conclusion that you see before you finally agreed, and I am glad now to put it forward for confirmation by this meeting.

CHAIRMAN : We are much indebted to Major Scott not only for opening the discussion yesterday, but also for giving us so complete a report of the proceedings. Conclusion No. 2 was the result of their deliberations. I am going to give you an opportunity of offering any amendment if anyone wishes to do so. Has anyone anything to say about it ? If not, I will put this Conclusion : 'That this conference is of the opinion that there is a need to provide residential courses for foremen and supervisors throughout the country' : and

'That the British Institute of Management should use its efforts
to further the study of the problem,
to stimulate the provision of facilities in all suitable establishments,
to co-ordinate and assist endeavours,
to promote further experiments, and
to encourage the full use by industry of the opportunities so provided.'

(The conclusion was put to the meeting and carried).

